DOCUMENT RESUME

ED 153 699 JC 780 261

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TITLE Decision-Making Strategies for Effective Program Planning.
PUB DATE 10 Apr 78
NOTE 29p.; Paper presented at the Annual Conference of the American Association of Community and Junior Colleges (Atlanta, Georgia, April 9-12, 1978)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Community Colleges; *Curriculum Planning; Decision Making; Evaluation Criteria; *Evaluation Methods; Feasibility Studies; Guides; *Junior Colleges; Needs Assessment; Program Development; *Program Planning; *Vocational Education

ABSTRACT

To determine which of many proposed new occupational programs at Edison State Community College (Ohio) had highest priority, a planning strategy was developed based on eight steps: (1) defining criteria for assessing need and feasibility; (2) compiling program requests and recommendations; (3) compiling basic information on proposed programs; (4) applying prime determinants to decide if further study is warranted; (5) applying need criteria; (6) applying feasibility criteria; (7) establishing development committees for programs passing steps 4, 5, and 6; and (8) proceeding with development and implementation. Each criterion was carefully defined and ranked to indicate degree of importance. Appropriate criteria for determining need included such factors as net local, regional, and national job openings; occupational/employment trends; wage/satisfaction incentives; advancement opportunities; and available training/supply. Feasibility criteria were developed according to such factors as students' interest, faculty and facility availability, funding levels, and legalistic restrictions. Prime need and feasibility determinants were established using a Priority Analysis Technique, after which proposed programs with the highest scores were chosen for implementation, while priority order for future programs was established. (TE)

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DECISION-MAKING STRATEGIES FOR EFFECTIVE PROGRAM PLANNING

Presented by

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Edison State Community College
Piqua, Ohio

American Association of Community and Junior Colleges
Conference

Atlanta, Georgia

April 10, 1978

JC 780 261

DECISION-MAKING STRATEGIES FOR EFFECTIVE PROGRAM PLANNING

by

Dr. James E. Seitz

New expectations confront program planners today. Where once the type, structure, and content of a post-secondary curriculum may have been determined with little risk on the basis of what is desired, there is emerging greater realization of the professional's obligation for ascertaining what is most needed and most feasible as a basis for making decisions about programs. Observable trends of the recent past and the present bear this out.

The signs for the future seem clear. If, as the evidence indicates, higher education has entered an era which will become increasingly marked by tight budgets, competition for enrollment, and both faltering and failing institutions, then intrainstitutional competition for dollars and students among departments and programs will increase just as surely as competition for those essentials will continue to increase among the institutions. At the same time, many who have viewed with complacency the demand for accountability in performance will come to realize the impact of the public outcry. Faculty, program planners, and of course college presidents who are either unwilling or unable to do the rigorous planning required and to establish strict performance standards for their areas of

responsibility may soon find their security threatened by those in the market aspiring to do the job. More and more the judgments of educators will be held in open review, and the acceptable margin of error for decisions made will correspondingly diminish. The achievement of provable, appropriate results may soon be the common standard of evaluation.

The difficulty for the decision maker is that no one can devise a magic formula which guarantees success. To be sure, one of the few statements to be made with certainty about decision making is that the correctness of a decision cannot be predicted with certainty. Despite the application of proven strategies and techniques (such as those presented in this paper), the need to exercise cogitative powers of judgment is always present in the decision-making process. Otherwise, there would be no decision to make. Desired outcomes would be achieved simply by the faithful application of a fixed procedure.

One may say with some truth that the mark of the successful decision maker is his ability to guess correctly. That statement, although facetious in tone, does hold an element of truth. Always, in some measure, the realm of the decision maker is the unknown, the uncertain future. But the successful decision maker also relies on his faculties for the analysis and evaluation of facts, evidence, trends, and other relevant effects in an effort to minimize guesswork and thereby reduce the probability of error in the outcome. He applies standards of judging, that is, he applies criteria, the rules or tests by which facts, principles, opinions, and probabilities are tried in forming a correct judgment. Such is the art of decision

making in program planning.

Given the responsibility for developing programs of career education, the planner is faced with the fundamental question: Which program of study, which curriculum, should I develop and implement next? In answering this question, the assessment is properly directed towards the needs of the institution rather than towards the interests and ability limitations of the planner. The question is important both for the new developing college and the established one which must provide additional services for students and constituency for purposes of growth and meeting institutional missions.

Too frequently, planners develop and implement programs on the basis of personal preference. Some perform in a manner similar to the faculty member whose penchant for his "pet" subject eventually leads to another offering. It is probably a rare catalog which contains none of such programs and courses--the broader needs of institution, consitutency, and clientele often being ignored or relegated to second-order importance.

Other planners seem to proceed on the premise that what was good before or elsewhere is good at this point in time and place. That the situation will warrant the same kinds of programs may or may not be true.

Still others have their imagination and fancy captured by fadism. The more unique, unusual, and seemingly innovative a program is the more desirable it seems to be. This phenomenon is sometimes referred to as "bandwagon fever"--a term aptly described by Harris and Grede in their book, Career Education

in Colleges. Such inclinations may result in programming which is decidedly more factitious than utilitarian. And what could be more unjust than to lead an individual through an intensive program of study which inherently promises occupational proficiency when there is no real occupation or related employment to be had upon its conclusion?

The personal inclinations are many. The intent here is merely to point-up some observable pitfalls in program planning. I leave that subject with reference to the university instructor who argued with considerable conviction that the study of agriculture would be a desirable course of study throughout a school system in a city of over one-million population. Hopefully, we can allocate limited resources better than that suggested, and most assuredly we have available the necessary planning tools and knowledge to proceed in a logical manner.

The knowledgeable planner is generally aware of certain facts and probabilities. Three things among these are mentioned here:

(1) Of the many possible curricula, there are some which will meet the needs of clientele in almost any locality. Several hundred different associate degree career programs are offered nationally, and even the conservative planning taxonomy of the Ohio Board of Regents contains descriptions of 101 of such titles. Perhaps 10 to 20 programs can be offered in virtually all community colleges without duplication of effort.

(2) Among the programs for which the planner can

establish need, it is unlikely that each can be implemented immediately or that all can be feasibly implemented. Just as a request for a program does not substantiate need, neither does need imply feasibility. Need in career programming must necessarily be evaluated in an employment demand context, as opposed to some social preference construct. Feasibility implies absence of constraints which would negate quality achievement in programming.

(3) Program planning is essentially fact-gathering and decision making. It involves (a) setting goals and objectives, (b) determining need and feasibility, and (c) establishing priorities. The more information that the planner makes available the better his decisions are likely to be.

The planner should keep informed by continually gathering and interpreting information. The experienced planner has the advantage over the inexperienced in this respect, as some information can only be developed over time. Recording the frequency of program requests, determining interests among prospective students and potential employers, monitoring employment related trends, and knowing the subtleties of job tasks and related educational requirements are examples of indicators which require time and experience for making truly informed decisions.

By following the example about to be presented, the careful observer will note some helpful procedures which can be applied in other situations--at whatever stage of development. The decision-making techniques involved have universal application

and are not restricted to application in program planning alone. A few applications are presented under my authorship in the 1977-1978 Technician Education Yearbook.

The example now given illustrates the process as it was developed and applied successfully in a two-year college near completion of its third year of operation. A total of 34 one- and two-year career programs had already been implemented. The college was situated in an exceptionally wealthy district--a district which also was growing sensationally in population and new business and industry. Bear in mind, therefore, that the decisions and conclusions drawn throughout may have been somewhat different in another situation.

The goal: Implement 3 or 4 additional associate degree career programs during the fourth year of operation.

The problem: Which programs to develop? The problem was actually one of determining which of the many possibilities were of highest priority. Records of program requests kept throughout the year identified 46 different programs within the 5 major occupational fields. These requests came from many sources, and some courses of study were requested or recommended many times over. Such a list is essentially a "wants" list. Only in a limited way does it provide information of use in making decisions about need and feasibility. (See Figure 1)

Program requests and recommendations should be gathered in a systematic way. The common practices include (1) area-wide surveys by means of questionnaires to potential employers and prospective students, (2) monitoring requests by students and applicants to the college, and (3) seeking the input of faculty and division chairmen. Those practices are helpful. Less

common, but perhaps best, is (1) to establish advisory committees of highly knowledgeable personnel in the five occupational fields, allowing them to brainstorm observed needs, and (2) to make personal visits to industries, businesses, health agencies, municipal governments, etc., asking people in key positions the appropriate questions. Results gained through the last of these practices may be most truly indicative of need.

The procedure: First develop a scheme, a plan, a strategy, for program priority planning. Details of the scheme should be designed so as to lend objectivity to what must be recognized as a basically subjective process. (See Figure 2)

The general sequence of steps, which provides for some flexibility in application, is as follows:

1. Define criteria for assessing need and feasibility.
2. Compile program requests and recommendations.
3. Compile basic information on recommended programs.
4. Apply prime determinants to decide if further study is warranted.
5. Apply need criteria.
6. Apply feasibility criteria.
7. Establish program development committees for those passing Steps 4, 5, and 6.
8. Proceed with development and implementation.

When identifying criteria, define each carefully and assign numbers through 3 to indicate degree. Use the zero to indicate lack of importance or absence of positiveness. (See Figure 3) For example, when setting the scale for "occupational/employment trend," 0 (zero) could mean "obsolete or approaching

obsolescence;" 1- "declining moderately;" 2- "stable or emerging;" and 3- "growing rapidly." These numbers are used later when setting priority values.

Appropriate criteria (not in order of importance) for determining need are net job openings--local, net job openings--regional and national, occupational/employment trend, wage/satisfaction incentive, advancement opportunities, opportunities for disadvantaged, level of training required, adequacy of available training/supply, breadth of training needs, job-specific vs. generalized need, profession/employer acceptance, and the nature of program requests or recommendations. Each criterion is defined and numbered as explained previously.

Feasibility criteria are treated similarly. Important, unranked criteria for determining feasibility are student interest, program costs, availability of faculty, availability of facilities, level of funding, priorities of state agencies, academic entry restrictions, internal support, program appropriateness for the institution, external support, approval probability/possibility, and legalistic restrictions. (See Figure 4)

Having identified program recommendations, developed a strategy for determining priorities, and compiled basic program information, the next important step is to identify the <u>prime determinants</u> of need and feasibility, that is, the several most important criteria for assessing program need and feasibility. This step is important to save time and effort, especially if there are many program possibilities to be evaluated. It is an initial step designed to eliminate the low priority program

requests without needlessly applying all criteria to each and every one. All criteria are to be applied to those programs meeting the prime standards tests, and before the final decision on whether or not to offer a program is made. (See Figure 5)

The prime determinants may be singled-out by a Priority Analysis Technique, which is, in simple terms, an arithmetic scheme for making inter-comparisons analagous to intercorrelation analysis. The basic program information referred to before is that information necessary to answer questions relevant to the prime determinant criteria. Application of the technique to a hypothetical problem is illustrated in Figure 6.

It is helpful to construct a matrix for applying need criteria. (See Figure 7) The matrix includes the criteria in rank order of importance and all program recommendations which are to be evaluated and compared. It is essentially a sheet for assigning values (weight numbers) and comparing total scores. Programs receiving the highest scores are of highest priority.

A similar procedure, using another matrix, is then applied to determine the feasibility of offering those programs identified in the previous step as being of greatest need. In each instance, the prime determinants only should be first applied. Any criterion rating a "zero" would indicate that the particular program should probably not be implemented and perhaps not even investigated further. (See Figure 8) In the illustration, Fashion Design is one curriculum which did not meet prime determinant need criteria, and was neither analyzed further nor implemented. Industrial Maintenance/Plant Engineering Technology

received high priority scores, met all need and feasibility criteria, and was implemented.

From the procedure described, a total of 3 programs among 46 were determined to be of highest priority. In addition, a priority order for implementing programs in later years was established. As each new program request came to the planner's attention, it was simply entered into the planning system. Programs delayed for a year or more probably should be completely re-evaluated, as new needs and new information may come to light.

The procedure definitely achieved all that was expected in the decision-making process. That statement is unqualifiedly true, if the evidence is accepted that none of the many two-year curricula initiated by its use has failed. Not one has been plagued by problems of low enrollment, lack of funding, absence of state approval, low placement of graduates, etc. The results may otherwise have been different, for considerable pressure was placed on the planner to develop several programs which did not pass the stringent priority tests the system demands.

Effective strategic planning and decision making can lend credibility to occupational programming. The importance of doing that in this day of accountability may be evident to most educators. For those who remain unconvinced, I would recommend reading in addition to Harris and Grede's book, Howard Bowen's Investment in Learning which is a thorough response to the demand for efficiency and accountability in higher education.

* * *

PROGRAM REQUESTS AND RECOMMENDATIONS
1972 - 1973

#1

	Source
Applied Biological/Agricultural	
Biotechnology	Div. Chairman, Students
Environmental-Wastewater	Students, Advisory Committee
Veterinary Laboratory Assisting	Div. Chairman, Students
Food Preparation/Service	Instructor, Applicants, Nursing Homes
Business	
Finance and Credit (AIB)	Banking Community
Food Distribution (Supermarket)	Jewel Company, Applicants
Retail (Fashion Merchandising,Sales)	Instructor
Advertising (Photog.,Commercial Art)	Instructor
Insurance (CLU to A.D. Program)	Advisory Committee
Transportation (Traffic Flow,Pricing, Routing,Dispatching) and Warehousing	Industry, Instructor
Data Processing Control Clerk	Instructor
Word Processing	Div. Chairman
Medical Secretary	Div. Chairman
Legal Secretary	Div. Chairman
Technical Secretary	Div. Chairman
Hardware and House Improvement Merchandising	Instructor
Record Management	Instructor
Fashion Design	Applicants
Interior Design	Applicants
Health	
Inhalation Therapy Assisting	Hospital Administrator
Dental Technology	Applicants
Occupational Therapy	Applicants
Physician Assisting	Hospital Administrator
Physical Therapy Assisting	Hospitals, Applicants
Medical Illustration	Applicants
Audiology-Hearing Aid Fitter	Businessman
Industrial	
ACHVR	Advisory Committee
Constr. Personnel Advancement	Contractors
Automotive Body Repai	Instructor, Industry
Mechanical Production Technology	Advisory Committee
Electro-Mechanical Technology	Advisory Committee
Plant Engineering Technology (Ind. Maintenance)	Advisory Committee
Industrial Technology (Production Control)	Advisory Committee, Industry
Diesel Mechanics	Advisory Committee, Industry
Apprenticeship (Carpentry, etc.)	Administration
Fluid Power Technology	Instructor, Industry
Plastics Technology	Industry
Stationary Engineering	Industry
Silk Screening	Sign Company
Heavy Equipment Operator	Applicant
Graphic Arts	Printing Firm
Building Maintenance	H.S. Superintendent
Public/Personal Service	
Recreational Leadership	Park District, Instructor
Aviation Ground Training	Airport Manager
Court Reporting	Applicants
Social Service Aide	Family Service Agency

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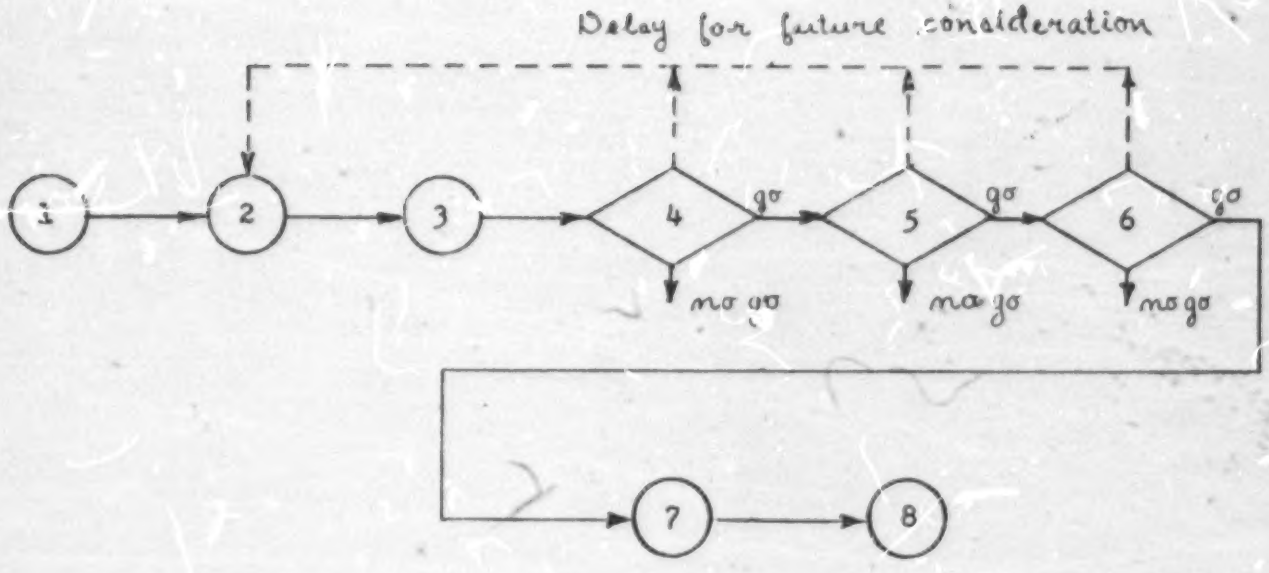
PROGRAM PRIORITY PLANNING



Procedure:

1. Define criteria for assessing program need and feasibility.
2. Compile program requests and recommendations.
3. Gather basic information on recommended programs.
4. Apply prime determinants to ascertain if further study is warranted.
5. Apply need criteria.
6. Apply feasibility criteria.
7. Establish program development committee.
8. Program approval and implementation.

PROGRAM PRIORITY CRITERIA - NEED

Net job openings - local--Training related openings in service area due to growth and replacement. (Net refers to positions remaining open or unfilled and those filled with underqualified personnel.) (0-none, 1-relatively few, 2-enough to warrant program, 3-many)

Net job openings - general--Regional and national need. (0-none, 1-relatively few, 2-enough to warrant training, 3-many)

Occupational/employment trend--(0-obsolete or approaching obsolescence, 1-declining moderately, 2-stable or emerging, 3-growing rapidly)

Wage/satisfaction incentive--Some economists contend that wage/satisfaction indices are representative of occupational "worth," are more stable than supply/demand fluctuations, and are, therefore, better indices of need than net job openings. Moreover, ISES states (1) employers continue to offer low wages for jobs requiring a moderate amount of skill and (2) the greater the pool of available applicants, the more selective the employer can be and the lower the wages he can offer. Other factors limiting ISES job placements are (1) poor working conditions, (2) undesirable hours or shifts, and (3) unrealistic hiring specifications, even where little skill is required. (0-below minimum wage, 1-minimum, 2-comparable to other occupations requiring similar skill levels, 3-well above average.)

Advancement opportunities-- (0-very limited wage and position advancement opportunities or "blind alley" occupation, 1-low, 2-moderate, 3-good)

Opportunities for disadvantaged--Does the occupation and training accommodate disadvantaged and handicapped citizen? (0-occupation/training cannot in any way provide opportunities for such persons; 1-limited opportunities; 2-moderately accommodating; 3-exceptionally favorable provisions.)

Level of training required--(0-high school education or less is entirely adequate for the job; 1-some training beyond high school needed, e.g., significant OJT or post-secondary, adult training; 2-some college desired; 3-one or two years of college needed.)

Adequacy of available training--Does present OJT, apprenticeship, MIMA, IMA, high school or other available training in-district and out-of-district, adequately fill needs? (0-needs are adequately filled, supply adequate from current sources; 1-available programs satisfy most, but not all needs; 2-little training available, few needs fulfilled; 3-nothing available for supplying needed trained personnel.)

Breadth of training needs--Occupational education programs are needed, if there is a need, for one or more reasons: (1) preparatory for entry level employment, (2) re-training to assist in making a job

NEED CRITERIA (cont'd)

adjustment or change, (3) upgrading or advancement, and (4) updating or skill preparation to maintain present employment. (0-no occupationally related purpose; 1-program needed for one reason; 2-program needed for several reasons; 3-program needed for three or four reasons.)

Job-specific vs. generalized—Depth, flexibility, specificity, or general applicability of education needed. (0-job specific; i.e., need in one establishment for a specialist—a single course or two will do; 1-evidence that a sequence of several courses is needed by more than one establishment; 2-need for a generally applicable program, certificate or A.D.; 3-program needed will facilitate considerable occupational flexibility and mobility.)

Profession/employer acceptance—To what extent do professionals, employers, unions, etc., recognize the need for training proposed? (0-completely negative outlook; 1-some support for the program and trained persons; 2-moderate; 3-considerable support.)

Nature of request—Source and frequency of requests. (0-stated desire by persons not directly associated with occupation; 1-little evidence of community support; 2-moderately expressed need by employers; 3-strong need stated by organized group or large number of employers.)

PROGRAM PRIORITY CRITERIA - FEASIBILITY

Student interest — (0 - evidence of interest in job-related training among high school students and employed persons is inadequate to justify program; 1 - low interest, few likely to enroll; 2 - moderate interest; 3 - large enrollment likely.)

Program costs — (0 - instructional and equipment costs are excessive—college-based program not justifiable; 1 - relatively high cost; 2 - moderate cost; 3 - relatively low cost.)

Availability of faculty — (0 - qualified faculty not available; 1 - small number of qualified faculty available or only partially qualified persons available; 2 - moderate availability; 3 - ample supply of qualified personnel to choose among.)

Availability of facilities — (0 - space and housing for program are inadequate or unavailable; 1 - facilities barely adequate; 2 - of moderate adequacy; 3 - facilities and space are entirely adequate.)

Level of federal funding — (0 - the program would not qualify for reimbursement with federal monies; 1 - low level; 2 - moderate level; 3 high level of funding.)

State priorities — DVTE, IJCB, BHE priorities for program development (0 - negative, program not recommended as needed in state; 1 - low priority; 2 - moderate priority; 3 - high priority.)

Academic entry restrictions — (0 - entry standards too stringent to justify offering program; 1 - high standard necessary to select only most qualified applicants; 2 - moderate restrictions; 3 - minimal entry restrictions or none at all.)

Internal support — (0 - college administration, Curriculum Commission and Board of Trustees would not approve program; 1 - program would be approved but would receive little financial and personnel allocation; 2 - moderate support; 3 - high level of internal support, including employment of coordinator and/or faculty for preplanning.)

Program appropriateness — (0 - educational need is either not appropriate for offering as a junior college program or not a feasible addition to CLC offerings; 1 - low priority program; 2 - moderate priority; 3 - high priority program, e.g., needed to lend balance to existing programs and is not affected by offerings in nearby junior colleges.)

External support — (0 - potential employing organizations not committed to providing on-the-job experiences when needed by trainees; 1 - barely adequate support; 2 - adequate support; 3 - excellent support, not only in the provision of training stations but also in providing materials or equipment, faculty, etc.)

FEASIBILITY CRITERIA (cont'd)

Approval probability/possibility — (0 - virtually no possibility that state agencies will approve the program, despite need for it; 1 - low probability; 2 - good possibility; 3 - excellent prospect that full approval can be obtained.)

Legalistic restrictions — (0 - licensing restrictions, regulation by professional bodies, or other existing educational patterns prohibit offering the program in the community college; 1 - regulations are restrictive and present some but not insurmountable difficulty; 2 - few restrictive regulations; 3 - no unusual regulations exist.)

PROGRAM PRIORITY CRITERIA

Need

***Net job openings - local
Net job openings - regional and national
**Occupational/employment trend
Wage/satisfaction incentive
Advancement opportunities
Opportunities for disadvantaged
***Level of training required
***Adequacy of available training-supply
Breadth of training needs
Job-specific vs. generalized
*Profession/employer acceptance
Nature of request

Prime determinants:

***Level 3 (high)
**Level 2
~~Level 1 (low)~~

Feasibility

**Student interest
Program costs
Availability of faculty
Availability of facilities
Level of federal funding
Priorities of State agencies
Academic entry restrictions
Internal support
**Program appropriateness for the institution
External support
***Approval probability/possibility
**Legalistic restrictions

Note: The prime determinants and matrix criteria priority levels (multipliers) were determined through a Priority Analysis Technique for a given college at a certain phase of development. They would not necessarily be the same in another situation.

Priority Analysis Technique

Purpose: To determine the relative importance (priority levels) of problem-solving criteria.

Procedure:

1. State problem in specific terms. Delimit scope.
2. List criteria and define each.
3. Develop an inter-comparison matrix.
4. Establish weight-factors and inter-compare criteria.
5. Establish frequency table and determine priority levels.

Example

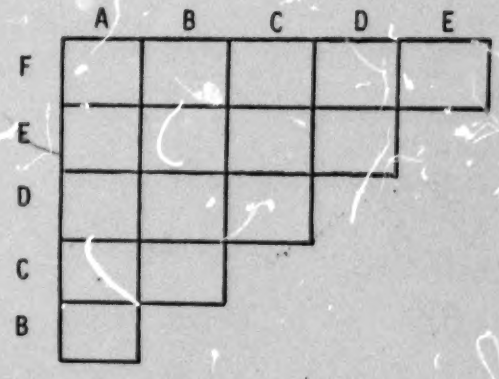
1. Problem: What considerations are most important when purchasing a pleasure car for husband and wife? (Define further for the particular family.)
2. Together list all considerations. (Do not attempt to list them in order of importance, but agree on the meaning of each criterion.)

    Purchase price
    Comfort
    Color
    Serviceability
    Operating economy
    Model/make
    etc.

Example (cont'd)

3. Develop inter-comparison matrix.

A. Purchase price
B. Comfort
C. Color
D. Serviceability
E. Operating economy
F. Model/Make



4. Establish weight-factors and make inter-comparisons.

Weights

0 - No difference - (avoid this)
1 - Slightly greater/more important
2 - Moderately greater/more important
3 - Much greater/more important

	A	B	C	D	E
F	A-3	B-2	C-2	D-1	E-2
E	E-1	E-2	E-3	E-1	
D	A-1	D-1	C-1		
C	A-3	B-1			
B	A-3				

(Each matrix cell contains comparisons of two different criteria. For example, A-3 in the top-left cell means that criterion A, purchase price, is considered to be much more important than criterion F, make/model.)

5. Establish frequency table and determine priorities.

	f	Σ		Score	Priority levels
A	4	10	=	14	3 -high
B	2	3	=	5	2
C	2	3	=	5	2
D	2	2	=	4	2
E	5	9	=	14	3 -high
F	0	0	=	0	1

(A and E, purchase price and operating economy, are the prime determinants for this family. F, make/model, is the least important and lowest priority of their considerations.)

PROGRAM PRIORITY MATRIX I

#7A

Need Criteria

OCCUPATION/ PROGRAM	Jobs - Local	Training Req.	Avail. Train/Sup.	Prof. Acceptance	Occ. Trend	Jobs - Reg./Nat.	Specif. vs Gen.	Wage/Satisfaction	Advancement Op.	Breadth Train.	Nature of Request	Disadv. Oppor.	Prime Score	Total
Multiplier	3	3	3	2	2	1	1	1	1	1	1	1		
Veterinary Lab Asst.	2	2	3	2	3								31	
Fashion Design	0	3	0	0	2								13	
Physical Therapy Asst.	2	3	3	2	3								34	
Graphic Arts	1	1	0	0	1								8	
Social Service Aide	2	3	1	1	2								24	
Finance & Credit (AIB)	3	2	2	3	2								31	
Ind. Maint./Plant Egr.	3	1	2	3	3								30	
Occupational Therapy	1	2	1	0	0								12	
Silk Screening	1	0	1	1	2									
Court Reporting	1	2	1	0	2									
Recreational Leader.	1	3	1	1	2									
Audiology/Fitter	1	0	2	1	2									
Food Prep./Service	3	1	2	3	3									

SCORING:
0 - Inadequate/ Inappropriate
1 - Low (priority)
2 - Moderate
3 - High

PROGRAM PRIORITY MATRIX I

#7B

Need Criteria

OCCUPATION/ PROGRAM	Jobs - Local	Training Req.	Avail. Train/Sup.	Prof. Acceptance	Occ. Trend	Jobs - Reg./Nat.	Specif. vs Gen.	Wage/Satisfaction	Advancement Op.	Breadth Train.	Nature of Request	Disadv. Oppor.	Prime Score	Total
Multiplier	3	3	3	2	2	1	1	1	1	1	1	1		
Veterinary Lab Asst.						1	1	2	1	2	2	1	31	41
Fashion Design						-	-	-	-	-	-	-	13	--
Physical Therapy Asst.						2	1	1	1	2	3	2	34	46
Graphic Arts						-	-	-	-	-	-	-	8	--
Social Service Aide						2	2	0	0	2	1	2	24	33
Finance & Credit (AIB)						3	3	1	3	3	3	1	31	48
Ind. Maint./Plant Engr.						3	3	3	2	3	3	1	30	48
Occupational Therapy						-	-	-	-	-	-	-	12	--
Silk Screening						-	-	-	-	-				
Court Reporting						-	-	-	-	-				
Recreational Leader.						1	2	0	1	2				
Audiology/Fitter						-	-	-	-	-				
Food Prep./Service						3	2	1	2	3				

SCORING:

0 - Inadequate/ Inappropriate
1 - Low (priority)
2 - Moderate
3 - High

PROGRAM PRIORITY MATRIX II

Feasibility Criteria

OCCUPATION/ PROGRAM	Legalistic Restr.	Approval Prob.	Student Interest	Approp. for Inst.	Program Costs	Avail. of Faculty	Avail. of Facil.	Federal Funding	State Priorities	Entry Restrict.	Internal Support	External Support	Prime Score	Total
Multiplier	3	3	2	2	1	1	1	1	1	1	1	1		
Veterinary Lab Asst.	2	2	3	3									24	
Fashion Design	(insufficient need)												--	
Physical Therapy Asst.	1	2	0	3									15	
Graphic Arts	(insufficient need)												--	
Social Service Aide	3	3	3	3									30	
Finance & Credit (AIB)	2	3	2	3									25	
Ind. Maint./Plant Egr.	3	3	1	2									24	
Occupational Therapy	(insufficient need)												--	
Silk Screening	(insufficient need)													
Court Reporting	(insufficient need)													
Recreational Leader.	3	1	2	2										
Audiology/Fitter	(insufficient need)													
Food Prep./Service	3	3	1	1										

SCORING:
0 - Inadequate/ Inappropriate
1 - Low (priority)
2 - Moderate
3 - High

PROGRAM PRIORITY MATRIX II

Feasibility Criteria

OCCUPATION/ PROGRAM	Legalistic Restr.	Approval Prob.	Student Interest	Approp. for Inst.	Program Costs	Avail. of Faculty	Avail. of Facil.	Federal Funding	State Priorities	Entry Restrict.	Internal Support	External Support	Prime Score	Total
Multiplier	3	3	2	2	1	1	1	1	1	1	1	1		
Veterinary Lab Asst.					2	1	2	3	1	1	2	1		37
Fashion Design					-	-	-	-	-	-	-	-		--
Physical Therapy Asst.					(DELAY - low feasibility priority)									
Graphic Arts					-	-	-	-	-	-	-	-		--
Social Service Aide					(DELAY - low need priority)									
Finance & Credit (AIB)					3	3	3	2	2	1	3	3		45
Ind. Maint./Plant Egr.					2	1	2	3	3	3	3	3		44
Occupational Therapy					-	-	-	-	-	-	-	-		--
Silk Screening					-	-	-	-	-	-				
Court Reporting					-	-	-	-	-	-				
Recreational Leader.					3	3	1	1	1	3				
Audiology/Fitter					-	-	-	-	-	-				
Food Prep./Service					1	1	0	3	2	3				

SCORING:
0 - Inadequate/ Inappropriate
1 - Low (priority)
2 - Moderate
3 - High